

**AN ANALYSIS OF AMERICAN DREAM OF THE MAIN  
CHARACTER IN HARRIET BEECHER STOWE'S NOVEL  
*UNCLE TOM'S CABIN* (A SOCIOLOGY ANALYSIS)**



**A Thesis**

Submitted in Partial Fulfillment of the Requirements for the Degree of  
Sarjana Humaniora in English and Literature Department of the Faculty of  
Adab and Humanities of UIN Alauddin Makassar

By

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**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT  
ADAB AND HUMANITIES FACULTY  
ALAUDDIN STATE ISLAMIC UNIVERSITY  
MAKASSAR  
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**2013**

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### PERSETUJUAN PEMBIMBING

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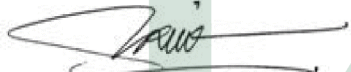
Majority : English and Literature

Title : An Analysis of American Dream of the Main Character in  
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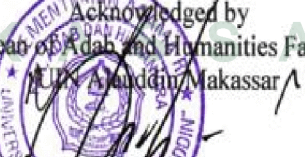
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## ACKNOWLEDGMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*Alhamdulillah Rabbil Alamin*, I extend my deepest gratitude to Allah swt for the mercies, blessing, health, and guidance so that the thesis entitled: *An Analysis of American Dream of the Main Character in Harriet Beecher Stowe's Novel Uncle Tom's Cabin (A Sociology Analysis)* could be completed. Shalawat and Salam addressed to Prophet Muhammad saw who has been a great model of all human being in this entire of the world.

The writer realizes that this thesis cannot be finished without getting assistance, guidance, encouragement, understanding, suggestions and valuable advice from many people. Therefore, the writer would like to express her deepest gratitude to them as follow;

1. The writer beloved parents, Rustam Nawawi and Irmawati, thanks a million for giving their guidance, sacrifice, and pray to Allah swt, for her successes during her study at English Literature Department of Adab and Humanities Faculty.
2. Prof. Dr. Qadir Gassing, HT. MS as the rector of UIN Alauddin Makassar.
3. Prof. Dr. Mardan, M.Ag. As the dean of Adab and Humanities Faculty.
4. Dr. Abd. Muin, M.Hum as the Head of English and Literature Department.
5. Serliah Nur, S.Pd., M.Hum., M.Ed as the secretary of English and Literature Department.

6. Dr. H. Barsihannor, M.Ag. and Sardian Maharani Asnur, S.Pd., M.Pd. for their patient guidance, criticisms, great attention, and advice toward the writer in writing this thesis.
7. The lecturers and staff members of Adab Faculty for their guidance, direction and administrative service during the years of the writer's study.
8. To her sister, Khusnul Khatimah, her brother, Tryadi Nurhidayat and Tryas Raihan Fahlevi. To her uncle Umar Sulaiman, S.Ag. and all of her families for their support and attention.
9. Especial thanks to Ekha Firmansyah, My Edelweiss love, Nur Ikhsan Kurniawan, Fadly Maulana, Riskawati, Ayu Astuti, Rifda Aprilia, Devy purnama, Nurul Ramdayani and anyone that I cannot mention one by one.
10. Unlimited thank is also addressed to the writer's friends at AG 1, AG 2, AG 3, AG 4, and the alumnae of KKN 48 Mandalle thanks a lot for their advice, spirit, and guidance. She will never forget the sweet moment during four years togetherness with her classmates. Thank you for everything you've done.

Furthermore, the writer really realizes that this thesis still needs constructive, criticism and suggestions from the readers in order to make it more perfect and hopefully it can be useful for the readers, especially for the English and Literature Department.

Makassar, September 2013

Nur Afni Rahmadani

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## ABSTRACT

**Name : Nur Afni Rahmadani**

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**Title : An Analysis of American Dream of the Main Character in Harriet Beecher Stowe's Novel *Uncle Tom's Cabin* (A Sociology Analysis)**

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This research aimed at finding out: (1) the American dream performed by the main character in the story, (2) the way Eliza achieves her dream and (3) the correlation between American Dream in the novel *Uncle Tom's Cabin* and American Dream in the 18<sup>th</sup> century.

The method used in this research was descriptive qualitative method. The source of the data in this research was the novel *Uncle Tom's Cabin* written by Harriet Beecher Stowe and the reading books that related to the topic of this writing. In collecting the data, the writer used note-taking technique. In analyzing the data, the writer used sociology of literature and intrinsic elements of the novel by using Abram's Theory. It aimed at finding out the American Dream which performed by the main character, then the writer analyzed and explained the data from the novel.

The result of this research showed that there were three kinds of dream as revealed by the main character. There were freedom, togetherness, and equality. Whereas there were five ways the main character achieved her dream; smart, optimistic, independent, bravery, and faithful. However, the research confirms that American Dream suggested in the novel is in accordance with the American Dream in the 18<sup>th</sup> century.

The purpose of this research is to give understanding about the American Dream of the main character by using Abram's theory about sociology of literature to readers or the next researchers who would like to know and research more about it.

## CHAPTER I

### INTRODUCTION

#### A. Background

Literature is interesting thing to be discussed because it can function as an entertainment and give us much information about life. Abrams (1971: 89) says that literature is a mirror of reality in the society. In reality, literature has relationship with situation and condition in the society. It is implied in the quotation below:

“Literature is a social institution, using as its medium language, a social creation.....But, furthermore, literature ‘represents’ ‘life’; and ‘life’ is, in large measure, a social reality, even though the natural world and the inner of subjective world of the individual have also been objects of literary ‘imitation’. The poet himself is a member of society, possessed of a specific social status: he receives some degree of social recognition and reward: he addresses audience, however hypothetical. Indeed, literature has usually arisen in close connection with particular social institution. Literature also has social function, or “use”, which cannot be purely individual” (Wellek and Warren, 1956: 94).

Not only that, literature also has many functions in society. First, literature serves the picture of life, and the life alone is a social fact. Second, it can explain why author uses literature to pour out all of his living problems in society. Third, through literature, readers may find and figure out one or more problems occurred in society. In other words, literature has functioned as reflection of reality (Damono, 2002: 27).

Based on the explanation above, it can be concluded that there is a connection between literature and society. As the effect of this connection,



literature can be examined through the perspective of sociology. This perspective can be viewed by examining the social aspect in the literature. These social aspects include social problem toward its environment, the structure of society, institution, and social process. They can be function as social control. It can be seen for example, the social problem in family relationship, class conflict, and etc. Thus, sociology of literature can be used as research.

There are several kinds of literary works; they are poem, drama, and prose, while novel is including in prose. Novel is one of branches of literary work, it represents conflict, psychology situation, and it can be seen by the performance of the character. There are several elements building up the novel from inside. It is implied in the quotation below:

“A novel that is an extended prose narrative dealing with character within the framework of plot but both character and situation or events may be drawn from real life. It may emphasize action or adventures or it may concrete on character delineation (that is, the way people grow or remain static in the happenings of life)” (Wilfred, 1979: 49).

In novel, there is character who acts in literary work. The existence of character is important thing in a story to describe and represent the condition of society and various immeasurable problems; every novel may present some characters imaginatively. However, character in a novel takes reference from reality of life.

Esten (in Mardiyana, 2007: 2) explains that an author in his or her life focuses on the reality which he or she in the society is called objective reality. This objective reality may be in events, norms, moral values, and ways of life. This object reality is based on what happens to society generally in real life. It

shows the phenomena of any moments of what society do, think, feel, and hold. This is finally related to culture. Thus, analyzing American Dream of the main character in a novel comes from assumption that literary works usually show the act that influence behaviors as reflection of human personality.

The literary work that was going to be analyzed in this research was a novel entitled *Uncle Tom's Cabin* written by Harriet Beecher Stowe (1852). This novel has been revised in 2010 and has been translated to Indonesian version in 2011. This novel is categorized as historical novel because this novel contains two important events in the history of American civilization in the 18<sup>th</sup> century. The first one is about the huge number of immigrants moving to America. And the second one is about the American slavery which there is separate between black and white skin and their social class. Abrams (1999: 194) says that the historical novel not only takes its setting and some characters and events from history, but makes the historical events and issues crucial from the central characters and narrative.

Therefore, it is an interesting study to conduct, especially in the field of literary studies because literary work such as novel usually reflects the condition of the society. Thus, in analyzing the issue of American Dream in the particular culture, this study used sociology analysis. Based on the statements above, the researcher is interested in conducting a research under the title **“An Analysis of American Dream of the Main Character in Harriet Beecher Stowe’s novel *Uncle Tom’s Cabin* (A Sociology Analysis)”**

## **B. Problem Statements**

Based on the explanations described above, it was necessary to formulate research questions as follows:

1. What is American Dream as revealed by the main character in the story?
2. How does Eliza achieve her dream?
3. What is the correlation between American Dream in the novel Uncle Tom's Cabin and American Dream in the 18<sup>th</sup> century?

### **C. Objective of the Research**

Based on the research questions, the purposes of this research were as follows:

1. To reveal American Dream performed by the main character in the story.
2. To show the way Eliza achieves her dream.
3. To show the correlation between American Dream in the novel Uncle Tom's Cabin and American Dream in the 18<sup>th</sup> century.

### **D. Significance of the Research**

The writer has taken two significances of the research in facilitating the reader who are interested in reading this research. The significances of this research were as follows:

1. Theoretically, the significance of this research was to enrich and expand the study to contemporary literature. Besides that, the result of this research may help the readers expand their knowledge to analyze literature using sociology of literature.

2. Practically, the significance of this research was expected to be useful as a reference for next similar research. Furthermore, the result of this research can be valuable for anyone in determining the purpose of their life. The way the character got success in achieving her dream shown in this research will be effective to be a good role model for people.

#### **E. Scope of the Research**

In this research, the researcher limited the investigation in the social aspects in the novel. American Dream is an abstract concept embedded in mind but can only be traced by means of observing tangible phenomena. The phenomena are presented in form of utterance and action performed by the character. Therefore, this research was investigating social aspects in the novel that are in relation with American Dream.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, the writer tried to present the related theory with her research in order to support this research. These chapters consist of explanation about previous findings, sociology of literature, the intrinsic elements of the novel, American dream and historical facts related to the novel.

#### A. Previous Findings

Bramanti (2011) in his thesis, "*Paradoks American Dream Pada Tokoh Tony Montana dalam Film Scarface*". He found that there is the correlation between the main character's interactions to the other characters with criminal behavior he takes, especially in his pursuit to the American Dream. Moreover, his narrow premises on American Dream lead him to tragic ending.

Sawhill and Morton (2007) in their research proposal, "*Economic mobility: Is the American Dream Alive and Well?*" They found that USA is not as dynamic as ever in the matter of Economic Mobility.

Based on the investigation above, it can be concluded that the similarity with this research is about the concept of American Dream. And the different is there was no research founded that exposed the concept of American Dream by using sociology of literature theory.

## **B. Theoretical Concept**

### **1. Sociology of Literature**

Sociology of literature, however is applied only to the writings of those historians and critics whose primary, and sometimes exclusive, interest is in the ways that the constitution and form of literary work are affected by such circumstance as its authors class status, gender, and political and other interest: the ways of thinking and feeling characteristic of its era: the economic conditions of the writers profession and of the publication and distribution of books ; and the social class, conceptions and values of the audience to which an author addresses the literary product or to which it is made available (Abrams, 1971: 288).

In line with Abrams, Damono (2002: 53) says that sociology of literature is an objective and scientific study about human in society. It is a study about institution and social process. Literature and sociology are not two different fields, in fact, they support each other. Sociology may give a useful explanation about literature, and without sociology, we cannot understanding literature completely. It is the reason why literature reflect reality and the reality itself a social fact.

Ratna (2005: 16) completes the sociology of literature who states that sociology of literature is an analysis of literary text related to society, the model of analysis will be in three kinds: (1) analyzing social problems in the literary text, and then to relate it to reality that happened before; (2) analyzing the social problems through the examination of the inter-structure relationship, which is

dialectic; and (3) analyzing the literary text in order to find any specific information, with specific discipline.

Therefore, it can be concluded that sociology and literature are connected each other. Literature performs a picture of life, and life itself is social reality which is including in sociology.

## 2. The Intrinsic Elements of the Novel

The intrinsic elements of the novel are the elements that build up the literary work itself. The intrinsic elements are character, characterization, setting, and plot.

### a. Character

According to Abrams (1999: 32) character are the persons presented in a dramatic or narrative work, who are interpreted by the reader as being endowed with moral, intellectual, and emotional qualities by inferences from what the persons say and their distinctive ways of saying it the dialogue and from what they do the action. Therefore characters are important element in the story. The stories always introduce their characters to give a description to the readers. In addition, character is the concept of human being's life that develops in their social life. Essentially, it is driven by animalistic nature. The primary drive in human being's life is self satisfaction it exists in human being's without any gender discrimination whether they are male or female (Morrel, 2001: 17).

#### b. Characterization

Characterization is the author simply presents the characters talking and acting and leaves the reader to infer the motives and dispositions that lie behind what they say and do. The author may show not only external speech and actions, but also a character's inner thoughts, feelings, and responsiveness to events (Abrams, 1999: 33).

Based on definitions above, it is clear that there is a different meaning between characterization and character. Characterization is the way an author characterizes his drama or a behavior of each character that has a role in literary work; character is a person who acts in literary work or a character is physical and mental traits.

#### c. Setting

Setting is the place and situation where the event in a story happened. Trimmer (1985: 4) defines that setting is the time; place a social reality within which a story takes place. Setting seems to be insignificant element is same stories; they could take place just as well in any time or place in other stone. Most, in fact, setting is much more important. We have to understand where the character is, in which level in that society if we are interpret correctly the other element in the story.

According to Abrams (1999: 248) the overall setting of a narrative or dramatic work is the general locale, historical time, and social circumstances in which it is action occurs; the setting of a single episode or scene within such a



work is the particular physical location in which it taken place. Setting can be divided into three elements; setting of place, time, and social.

### 1) Setting of Place

Setting of place refers to the location where the event happened in the fictive story. It can be places with specific names, or places without names mentioned. Places with name are the places that exist in the real world, e.g. Jakarta, New York. Places with specific initials, usually the first capitalized letter of places, may also exist in the fictive story, where reader has to predict the places, e.g. city of U.S. Setting of place without names provided usually refers to things which have general characteristic and kind, e.g. village, river, forest, city (Nurgiyantoro, 2007: 49).

### 2) Setting of Time

According to Nurgiyantoro (2007: 54) setting of time refers to the time of event happened in the story. Setting of time has connection to the matter of “when” the event happened in the story. It usually shows factual time, time that has connection, or can be connected to the historic time. The involvement of historic time in the setting of a fictive story makes the time typical and can be very functional, thus cannot be changed into another setting of time without affecting the development of the story.

### 3) Social Setting

Setting of social environment according to Nurgiyantoro (2007: 223) refers to attitude, belief and behavior of people in their social life in one particular

place mentioned in the story. Social life covers all problems in a very large scope. It can be tradition, custom, norms, and many other including religion.

d. Plot

Plot is a sequence of the action and events in a story. This idea also relevant with the opinion of Kenney (1966: 83) states that the selection and arrangement of events within the story is usually called the plot.

According to Abrams (1999: 224) the plot in a dramatic or narrative work is constituted by its events and actions, as these are rendered and ordered toward achieving particular artistic and emotional effects. This description is deceptively simple, because the actions are performed by particular characters in a work, and are the means by which they exhibit their moral and dispositional qualities.

3. American Dream

American Dream, first expressed by a historian named James Truslow Adams, essentially representing the immigrants' hope, which is making a new better life. He says that American Dream is a dream of a land in which life should be better and richer and fuller for everyone, with opportunity for each according to ability or achievement (Commager, 1971: 149).

Historically, the term "American Dream" emerged since the arrival of American immigrants from European countries in 17<sup>th</sup> century. Paludan Philip, in his book, "Issues, Past and Present", defines "American dream means a dream that had come true for many people." Recently, with concept of modern technology, America has applied this dream concept as tendentious and flexible

matter. However, Philip's definition is still valid for the contemporary experts (Paludan, 1976: 119).

The immigrants from Europe and Africa came to America were hoping that they would get a better life in America. That hope was poured in to one philosophy called American Dream, such as cited as follows:

"The distance between the reality of life and the hope for a better one is also the basis of American Dream. The promise of America for the millions of Immigrants, and still is, not that things are better there, but that they could be" (Brinkley et al., 1991: 182).

Kuntowijoyo, in his book entitled *Impian Amerika* emphasizes again the existence of American Dream as the hope of immigrants, as cited below:

"American Dream is the hope of immigrants in America. Those dream are liberty (from fetter into glorious liberty), economic mobility (from needy into plenty), social mobility (from servant into citizen), and cultural mobility (from backwardness into advancement)" (Kuntowijoyo, 1998: 5).

Further, Carpenter (1995) in his book entitled *American Literature and the Dream*, says:

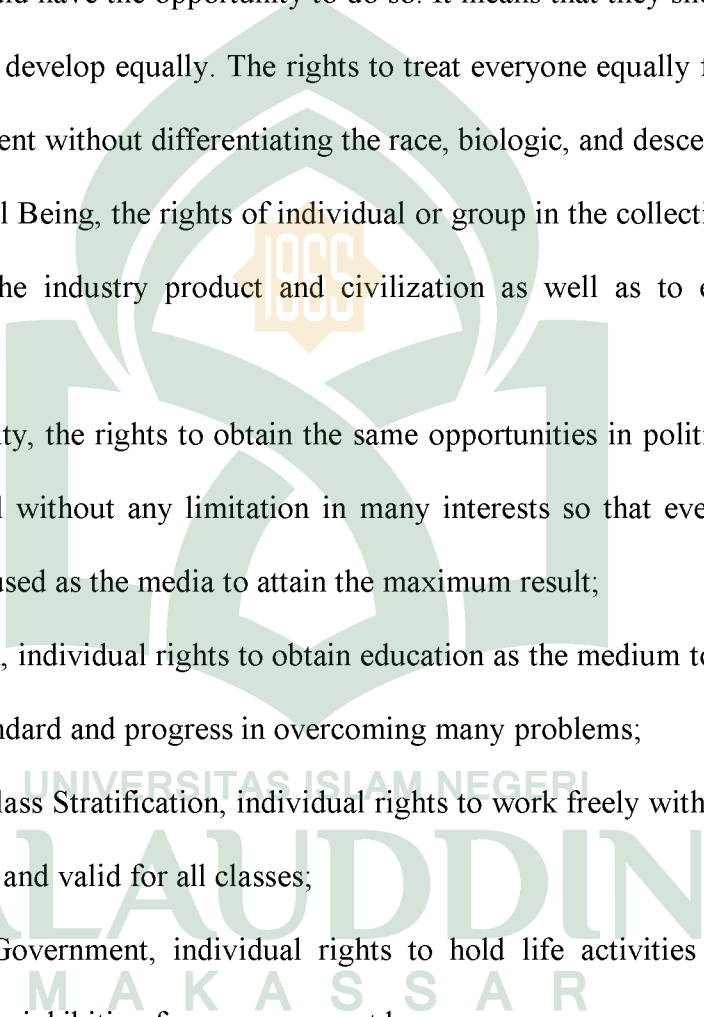
"The dream of good life had previously always been attached to a country of imagination, but American was the first real, physical place where either the ideal could be reached or progress toward them could be made. America is the only nation that prides itself upon a dream and it has been given it a name the American Dream" (Carpenter, 1995: 110).

Based on explanation above, it can be concluded that American Dream is a place of dreams come true. There are many things that the immigrants' hope and expected. Those hope and expectation are enclosed in the main idea of American Dream. In American Dream, there were actually many unlimited aspects to be achieved, but some of them became very popular are freedom and equality.

Anyone who has more than an elementary knowledge of American history will agree that there are two American dreams: the collective and the individual. The collective dream was, initially, the enduring hope that the nation would progress in accordance with the “truths, ends, and purposes” set forth in the Declaration of Independence and the Constitution, especially its preamble and the Bill of rights. As for the individual dream, its content that which one dreams of and seeks to gain is highly personal, the right to the dream, with the realistic hope of gaining what one seek, is the supreme heritage, transmitted from generation to generation, of every American citizen (Pellegrini, 1986: 3-4).

In American Dream, each person might dream different kinds of success, but they were bounded in the same idea in making the dream come true. It known as Americans consisted of people from various backgrounds of culture, ethnics, race, and religions. In their new land, they formed mixture culture modified by the conditions of America and created the unique culture, the American culture completed with their ideology. The dream of American people is existed in American ideology; an ideology consists of ten main elements:

- a. Liberty means freedom not only of body but also of mind which enables men to develop their best capabilities. It means freedom for individual rights to live on their own way. It means that freedom to create their life itself, build up family, brotherhood of all mankind, free to make relationship with anyone without being prevented.
- b. Democracy, individual rights to decide and conduct interest with his/her own way as a free person;

- 
- c. Equality means the basic right of every normal human being to grow as strong and wise as any other. It means that when they begin life, all human beings are of the same value. It means therefore, that every child has the right to improve him self to the greatest extent of his ability. It means that every child should have the opportunity to do so. It means that they should have the chance to develop equally. The rights to treat everyone equally for their self-development without differentiating the race, biologic, and descent.
- d. Mass Well Being, the rights of individual or group in the collective service to develop the industry product and civilization as well as to eliminate the poverty;
- e. Opportunity, the rights to obtain the same opportunities in politics economy, and social without any limitation in many interests so that every aspiration could be used as the media to attain the maximum result;
- f. Education, individual rights to obtain education as the medium to develop the living standard and progress in overcoming many problems;
- g. No Rig Class Stratification, individual rights to work freely without any class limitation and valid for all classes;
- h. Limited Government, individual rights to hold life activities without any interfere or inhibition from government bureaucracy;
- i. Peace, the rights to get peace and protection from disaster and war along with the democracy journey leading to the universal peace;
- j. Progress was the individual rights to improve the potential of life's progress to achieve perfect finishing (Steel, 1992: 91).

#### 4. Historical Facts Related to the Novel *Uncle Tom's Cabin*

Historical facts are often used as a background issue in the historical novel. And this also happens in the novel *Uncle Tom's Cabin*. Historical facts like geographical facts and historical events as written in the history can be found in the novel.

There are geographical facts exist in the novel. The first is that a town called Kentucky existed somewhere in America, and the truth is Kentucky is still traceable in the map. It means Kentucky is a central setting in the novel. The second is that there are names of city exist in the novel that is present until now, like Canada, Ohio, Mississippi, Africa, etc.

There are two historical events in the novel, they are:

##### a. Migration

Historically, America is “a nation of immigrants”. It is said as the nation of immigrants due to America was built and dwelled by immigrants from all over the world (Brinkley et al, 1991: 97). These immigrants were mostly from European Countries. They came to America for many reasons and purposes. They left their homeland to get better economic condition; in addition they also wanted to get freedom in choosing their religion and their willingness to free themselves from political oppression, or any other reasons that were aimed for a better life.

Moreover, in the 1680, a huge number of immigrants arrived in America. Thousands of people ran away from Germany to avoid war. Many people came from Ireland to avoid government's despotism. There were also Scottish who came to America basically due to the worsened of economic condition in their

country. Also the forced migration of Africans made the enslaved blacks nearly equaled whites in numbers. This condition caused the entire Atlantic seashore to be dwelled by a lot of native people and immigrants in the 1700 (Mann, 1990: 58).

What meant by migration in this term is the moving process of the immigrants to America to find empty lands and to occupy the lands. The immigrant has various reasons and purposes, but the main factor that led them to America was their unlucky condition in their previous place.

“The 18<sup>th</sup> century brought a steady expansion from the influx of immigrants from Europe; and since the best land near the seacoast had already been occupied, new settlers had to push inland beyond the fall line of the rivers” (Cincotta, 1994: 169).

b. Slavery

Slavery in America began when the first African slaves were brought to the North American colony of Jamestown, Virginia, in 1619, to aid in the production of such lucrative tobacco. Slavery was practiced throughout the American colonies in the 17<sup>th</sup> and 18<sup>th</sup> centuries, and African-American slaves helped build the economic foundations of the new nation. The invention of the cotton gin in 1793 solidified the central importance of slavery to the South's economy (Schneider, 2007: 2).

The pioneer of this traffic had been Sir John Hawkins, one of the boldest of the great Elizabethan sailors. He seems to have been the first of the merchant adventurers to realize that it might prove profitable to kidnap Negroes from the

west coast of Africa and sell them into slavery in the American colonies on a large scale (Chesterton, 1919).

In the mid-18<sup>th</sup> century, Americans divided into two colonies, North and South. South American community, although said to obey and uphold the freedom of religion, still allow the practice of slavery and even made a law that is very pro-white. What is worse, the church also contributes to this practice because of his involvement in politics (Schneider, 2007: 21).

Although American values become the cultural reflection, the controversial values emerged if it was seen from the religious values, and science proved that America were racist. It was stated American Dream acknowledged slavery since it too appreciated individual and freedom. This phenomenon would always emerge and create cultural inhibition that created discrimination.

“The dream of American nation to be a big and democratic nation had been reality. They were really proud with the economy wealth, developed cities, and new inventions. At that moment, they could show the marvelous industrial products and strong political system to the world. However, amid of the success, they still faced moral issue in the society. How a big and democratic nation could be established gloriously while 20 million black people still became second-class citizen?” (Miharso, 2009: 37).

### **C. Synopsis of the Novel “Uncle Tom’s Cabin” by Harriet Beecher Stowe**

Uncle Tom's Cabin, described by Stowe herself as a "series of sketches" depicting the human cruelty of slavery, opens with a description of Arthur Shelby's Kentucky plantation during the antebellum period. Although Shelby is not characterized as a cruel master, he has nevertheless incurred serious debts-



prompting him sell some slaves to avoid financial ruin. Mr. Haley, the slave trader, purchases childhood, and five-years-old Harry, a handsome and talented child who sings dances and mimes. Shelby regrets taking the child away from his mother. Eliza overhears Mrs. Shelby, protesting her husband's decision, and it makes Eliza decides to flee the plantation with her son. George, her husband from a neighboring plantation, has already left for Canada via the "underground railroad," a secret network of people who usher runaway slaves to freedom in the North. Eliza plans to do the same, then she finally run away to Ohio River.

Haley searches for Eliza in vain, for she is spurred on by fear of losing her child and reaches the river quickly. Amazingly, Eliza crosses the river by jumping from one ice flow to the next. Upon reaching the shore in Ohio, Mr. Symmes, a man who has observed her brave feat, listens to her story. Fortunately, Symmes hates slave traders and thus takes Eliza and Harry to the house of Senator Bird, where they receive food and lodging. Ironically, Bird has just voted for a bill prohibiting aid to fugitive slaves, but the Senator is very moved by Eliza's story. He thus changes his convictions and takes the runaways to a Quaker settlement, where they stay with the Halliday's family. Coincidentally, Eliza's husband George has sought refuge in this very community, and the young family is reunited. The Quakers help the family board a ship for Canada before Haley's hired slave hunters, Loker and Marks, can capture them. The novel ends when Eliza escapes slavery, then she and her family reach Canada.

#### **D. Harriet Beecher Stowe's Biography**

Harriet Elizabeth Beecher was born on June 14, 1811, in Litchfield, Connecticut. She was one of 13 children born to religious leader Lyman Beecher and his wife, Roxanna Foote Beecher, who died when Harriet was a child. Harriet's seven brothers grew up to be ministers, including the famous leader Henry Ward Beecher. Her sister Catharine Beecher was an author and a teacher who helped to shape Harriet's social views. Another sister, Isabella, became a leader of the cause of women's rights. At the age of 21, she moved to Cincinnati, Ohio, where her father had become the head of the Lane Theological Seminary.

Lyman Beecher took a strong abolitionist stance following the pro-slavery Cincinnati Riots of 1836. His attitude reinforced the abolitionist beliefs of his children, including Stowe. Stowe found like-minded friends in a local literary association called the Semi-Colon Club. Here, she formed a friendship with fellow member and seminary teacher Calvin Ellis Stowe. They were married on January 6, 1836, and eventually moved to a cottage near in Brunswick, Maine, close to Bowdoin College.

Along with their interest in literature, Harriet and Calvin Stowe shared a strong belief in abolition. In 1850, Congress passed the Fugitive Slave Law, prompting distress and distress in abolitionist and free black communities of the North. Stowe decided to express her feelings through a literary representation of slavery, basing her work on the life of Josiah Henson and on her own observations. In 1851, the first installment of Stowe's novel, *Uncle Tom's Cabin*,

appeared in the *National Era*. *Uncle Tom's Cabin* was published as a book the following year and quickly became a best seller.

Stowe's emotional portrayal of the impact of slavery, particularly on families and children, captured the nation's attention. Embraced in the North, the book and its author aroused hostility in the South. After the Civil War began, Stowe traveled to Washington, D.C., where she met with Abraham Lincoln. A possibly apocryphal but popular story credits Lincoln with the greeting, "So you are the little woman who wrote the book that started this Great War." While little is known about the meeting, the persistence of this story captures the perceived significance of *Uncle Tom's Cabin* in the split between North and South (Joan, 2011).

## CHAPTER III

### METHODOLOGY OF RESEARCH

#### A. Research Method

In this research, the writer used descriptive qualitative method. It aimed to describe the American Dream of the main character in Harriet Beecher Stowe's novel *Uncle Tom's Cabin*. Descriptive qualitative is actually a combination of descriptive and qualitative research. It is conducted by describing facts and then analyzing them, etymological and description (Moleong, 1989: 31).

#### B. Data Sources

The sources of data in this research can be divided into two categories:

1. The primary data of this research was the novel *Uncle Tom's Cabin* written by Harriet Beecher Stowe. The numbers of chapter are 45 chapters and 800 pages. But, the writer will only take 12 chapters to analyze which has related to the topic.
2. The secondary data was obtained from the reading books that related to the topic of this writing. On the other hand, the writer also used some references from internet.

### **C. Instrument of Research**

In collecting data, the researcher used note taking as the instrument of research. Ray (2005: 13) defines note taking is a method in assembling data required by using note cards to write down the data findings from source of data. In order to find the data easily, on the note cards were also completed by number and page where the data found. As guidelines in taking the note, the writer referred to the concept of American Dream.

### **D. Procedure of Collecting Data**

In collecting data, the writer did the following steps:

1. The writer read the novel in order to understand the content of it.
2. The writer took note cards to write down the data which expressed the American Dream of the main character in Harriet Beecher Stowe's Novel "Uncle Tom's Cabin".
3. After the all data have been written down on the note cards, the writer arranged the note cards based on number of the card.
4. Next, the writer would identify data to get a systematic understanding about it.
5. The writer would classify data based on the subject.

### **E. Technique of Data Analysis**

Data analyzing techniques are always in a line with theory, concept and method used. The aimed of this research by using sociology of literature was to examine the concept of American Dream in the story. Overall, this research did follow these following steps:

1. Analyzing the main data the novel *Uncle Tom's Cabin* using sociology of literature and intrinsic elements of the novel by using Abram's Theory.
2. Establishing categories of the findings in relation to the theories, namely sociology of literature and intrinsic elements of the novel.
3. Presenting the data findings, and
4. Drawing conclusion.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents the discussion of the textual evidences from Harriet Beecher Stowe's Novel "Uncle Tom's Cabin" which relates to the depiction of American Dream. It presents the findings and discussion framed in sociology of literature perspective.

#### A. Findings

After reading the novel "Uncle Tom's Cabin", the writer would like to present what have been found from the novel. It contains three sections of elaboration: depiction of the American Dream as revealed by the main character in the story, the way the main character achieves her dream, and the correlation between American Dream in the novel and American Dream in the 18<sup>th</sup> century (notation: the elaboration within this chapter relates to the data collections that are presented in chapter 3 and supported by the related literature in chapter 2). To understand the data collection, the writer presented an explanation that *C* is chapter, *P* is page and *D* is data.

##### 1. American Dream in the Novel "Uncle Tom's Cabin"

This section focuses on the depiction of the American Dream performed by the main character, Eliza, in the story. It covers the elaboration of the textual evidences taken from the novel.

a. Freedom

“Father bought her once, in one of his trips to New Orleans, and bought her up as a present to mother. She was about eight or nine years old... Yes, they were quite a rich family down there who then had some money problems and **sold a mother and her child**” (Stowe, C-42/P-761/D-01).

The word smote heavily on Eliza’s heart; the vision **the trader came before her eyes**, and, as if some one had struck her a deadly blow, she turned pale and gasped for breath. She looked nervously out on the verandah, where the boy... (Stowe, C-3/P-33/D-02).

**She dreamed of a beautiful country**, a land, it seemed to her, of rest, green shores, pleasant island, and beautifully glittering water; and there, in a house which kind voices told her was a home, she saw her boy playing, free and happy child. (Stowe, C-13/P-246/D-03).

“O, Missis! Dear Missis! Don’t think me ungrateful, don’t think hard of me any way, I heard all you and master said tonight. **I am going to try to save my boy**, you will not blame me! God bless and reward you for all your kindness!” (Stowe, C-5/P-64-65/D-04).

“O, Lord, have mercy!” said Eliza, sobbing. “**If he will only let us get out of this country** together, that is all we ask.” (Stowe, C-17/P-337/D-05).

Who can speak the blessedness of that **firstday of freedom**? Is not the sense of liberty a higher and a finer one than any of the five? To move, speak and breathe, go out and come in unwatched, and free from danger! Who can speak the blessing of that rest which comes down on the free man’s pillow, under laws which insure to him the rights that God has given to man? (Stowe, C-37/P-691/D-06).

b. Togetherness

“..... And he says **he won’t let me come here anymore**, and that I shall take a wife and settle down on his place... he told me that I should take Mina for a wife or he would sell me down river.” (Stowe, C-3/P-32-33/D-07).

“Have you no husband?”

“Yes, but he belongs to another man. His master is real hard to him, and won’t let him come to see me, hardly ever; and he’s grown harder and harder upon us, and he threatens to sell him down south; **\_ it’s like I’ll never see him again!**”(Stowe, C-8/P-151/D-08).



Eliza had thrown her arms around her husband, and was looking up to him. George stood with clenched hands and glowing eyes, and looking as any other man might look, **whose wife was to be sold at auction, and son sent to a trader.** (Stowe, C-17/P-333/D-09).

For a few minutes they stood there in silence, holding hands and crying quietly. Then George was gone and **the family was separated.** (Stowe, C-3/P-35/D-10).

“I’m a wicked girl to leave her so; but, then, I can’t help it. She said, herself, one soul was worth more than the world; and this boy has a soul, and **if I let him be carried off, who knows what’ll become of it?**”(Stowe, C-5/P-68/D-11).

“And know,” said Eliza, as she stood in the door, “I saw my husband only this afternoon, and I little knew then what was to come....and he told me, today, that he was going to run away. Do try, if you can, to get word to him. Tell him how went, and why I went; and tell him **I’m going to try and find Canada.**”(Stowe, C-5/P-69/D-12).

“...he’s grown harder and harder upon us, and he threatens to sell him down south; it’s like I’ll never see him again!”.... “And where do you mean to go, my poor woman?” said Mrs. Bird.

“**To Canada**, if I only knew where that was. It is very far off, is Canada?” said she, looking up, with a simple, confiding air, to Mrs. Bird’s face.” (Stowe, C-9/P-151/D-13).

When Eliza heard that George was arriving that evening she had to sit down in an armchair as she could hardly stand. “Tonight!” she said with her eyes wide open and smiling nervously. Moments later her eyes closed and she found herself in another world. She was asleep and in her long, peaceful sleep **she dreamt of another world, full of green grass and smiling children playing in the warm sunshine.** There she saw Harry and her husband walking towards her... (Stowe, C-13/P-246/D-14).

“O, Lord, have mercy!” said Eliza, sobbing. “**If he will only let us get out of this country together**, that is all we ask.” (Stowe, C-17/P-337/D-15).

“**I feel rich and strong, though we have nothing but our bare hands.** I feel as if I could scarcely ask God for any more.” (Stowe, C-17/P-330/D-16).

c. Equality

“Lord blesses ye, yes! **These critters ain’t like white folks**, you know.” (Stowe, C-1/P-12/D-17).

“So long as the law considers all these human beings, with beating hearts and living affections, only as so many things belonging to a master, so long as the failure, or misfortune, or imprudence, or death of the kindest owner, may cause them any day to exchange a life of kind protection and indulgence for one of hopeless misery and toil, so long it is impossible to make anything beautiful or desirable in the best regulated administration of **slavery**.” (Stowe, C-1/P-17/D-18).

“Why but you were married to me, by the minister, as much as **if you’d been a white man!**” said Eliza, simply.”

“**Don’t you know a slave can’t be married?** There is no law in this country for that; I can’t hold you for my wife, if he chooses to part us.” (Stowe, C-3/P-33/D-19).

“Well; but it is true that they have been passing a law for bidding people to give meat and drink to those **poor colored** folks that come along?” (Stowe, C-9/P-138/D-20).

“Things have got to a pretty pass, if a woman can’t give a warm supper and a bed to poor, starving creatures, **just because they are slaves**, and have been abused and opposed all their lives, poor things!” (Stowe, C-9/P-141/D-21).

“**But, you will tell me, our race have equal rights** to mingle in the American republic . . . we ought to be free to meet and mingle, to rise by our individual worth, without any consideration of caste or color; and they who deny us this right are false to their own professed principles of human equality. We ought, in particular, to be allowed here.” (Stowe, C-43/P-774/D-22).

2. The way Eliza in Achieving Her Dream

The findings in this section were generated by investigating the characterization of the main character, Eliza, as the main character of the novel *Uncle Tom’s Cabin*, also possessed the Americans success values. She

was in suitable with the pioneer's principles in her effort to achieve her dream.

Her actions in achieving her dream were the materialization of her characterization, that are smart, independent, optimistic, bravery, and faithful. This characterization became the foundation and guidance for Eliza to live in America.

#### 1) Smart

There was one listener to this conversation whom Mr. and Mrs. Shelby little suspected. Communicating with their apartment was a large closet, opening by a door into the outer passage. When Mrs. Shelby had dismissed Eliza for the night, her feverish and excited mind had suggested the idea of this closet; and **she had hidden herself there**, and, with her ear pressed close against the crack of the door, had lost not a word of the conversation. (Stowe, C-5/P-63/D-23).

"I'm running away, Uncle Tom and Aunt Chloe, carrying off my child. Master sold him! ... **I crept into the closet by Mistress' door tonight** and I heard Master tell Missis that he had sold my Harry, and you, Uncle Tom, both, to a trader; and that he was going off this morning on his horse, and that the man was to take possession today." (Stowe, C-5/P-67/D-24).

She climbed over the fence with him; and, **sitting down behind a large rock** which concealed them from the road, she gave him a breakfast out of her little package. (Stowe, C-7/P-91/D-25).

Eliza turned to the glass, and the scissors glittered as one long lock after another was from her head. "There, now, that'll do," she said, taking up a hair brush; "now for a few fancy touches. There, **an't I a pretty young fellow?**" She said, turning around to her husband, laughing and blushing at the same time." (Stowe, C-35/P-658/D-26).

**Eliza, imitating the motion**, and I must stamp, and take long steps, and try to look saucy.".... "What a pretty girl he makes," said Eliza, turning him round. "We call him Harriet, you see; doesn't the name come nicely?" (Stowe, C-37/P-686-687/D-27).

## 2) Optimistic

“O, now dear George that is really wicked! I know how you feel about losing your place in the factory, and you have a hard master, but pray be patient, and **believe that there is a way**” (Stowe, C-3/P-29/D-28).

“But mother, if I do get a sleep, you won’t let him get me?”

“No! So may God help me!” said his mother, with a paler cheek, and a brighter light in her large dark eyes.”

“You’re sure, an’t you, mother?”

“**Yes, sure!**” said the mother, in a voice that startled herself, for it seemed to her to come from a spirit within, that was no part of her. (Stowe, C-7/P-90/D-29).

“Eliza; my heart’s full bitterness; I can’t trust in God. Why does he let things be so?”

“O, George, we must have faith. Mistress says that when all things go wrong to us, we must believe that **God is doing the very best.**” (Stowe, C-3/P32/D-30).

“.... I should never live under it, Eliza.”

“I am sure of it, George,” said Eliza, looking upward, while tears of hope and enthusiasm shone on her long, dark lashes. “**I feel it in me that God is going to bring us out of bondage, this very day.**” (Stowe, C-37/P-689/D-31).

Eliza’s hand trembled, and some tears fell on her fine work; but she answered, firmly, “I shall do anything I can find. **I hope I can find some thing.**” (Stowe, C-13/P-237/D-32).

“When we get to Canada, “said Eliza, I can help you. I can do dress, making very well; and I understand fine washing and ironing; and between us **we can find something to live on.**” (Stowe, C-17/P-330/D-33).

## 3) Independent

“How glad I am! Why don’t you smile? **And took at Harry how he grows.**” The boy stood shyly regarding his father through his curls, holding close to the skirts of his mother’s dress. “Isn’t he beautiful?” said Eliza, lifting his long curls and kissing him. (Stowe, C-3/P-27/D-34).

“So, Eliza, my girl,” said the husband, mournfully,” bear up, now; and **good-by, for I’m going.**”

“Going, George! Going where?”

“To Canada,” said he, straightening himself up; and when I’m there, I’ll buy you.”

“Go carefully, prudently; pray God to help you.” (Stowe, C-3/P-34/D-35).

**She took everything she could carry**, as well as some of little Harry’s favorite toys and put them in a bag. She picked him up and dressed him, still half asleep, before running out into cold dark night ... (Stowe, C-5/P-65/D-36).

“Call Bruno in there,” she added. “Shut the door on him, poor beast! **He mustn’t go with me!**” (Stowe, C-5/P-70/D-37).

“Harry, my boy, how did you come on in that sum, today?” says George, as he laid his hand on his son’s head.”

“I did it; every bit of it, myself, father; and **nobody helped me!**”

“That’s right,” says his mother; depend on you, my son. You have a better chance then ever your poor father had.” (Stowe, C-43/P-766/D-38).

#### 4) Bravery

“Hush, Harry,” she said; mustn’t speak loud, or they will hear us. A wicked man was coming to take little Harry away from his mother, and carry him way off in the dark; but **mother won’t let him**. She’s going to put on her little boy’s cap and coat, and run off with him, so the ugly man can’t catch him.” (Stowe, C-5/P-65/D-39).

“The boundaries of the farm, the grove, the wood-lot, passed by her dizzily, as she walked on; and still she went, leaving one familiar object after another, slacking not, pausing not, till reddening daylight found her many **along mile from all traces of any familiar objects** upon the open highway.” (Stowe, C-7/P-90/D-40).

Eliza didn’t have time to think. For one second she stopped at the side of the river, saw Haley coming closer and jumped onto a big piece of floating ice. She couldn’t feel her feet as she jumped from one piece of ice to another over cold water until, with one big jump; she came to the other side. As if in a dream **she tried to climb with Harry up over the grassy river bank**. (Stowe, C-8/P-129/D-41).

“**Yer a brave gal**, now, whoever ye ar!” said the man, with an oath. (Stowe, C-8/P-107/D-42).

“**The gal’s got seven devils in her**, I believe!” said Haley. “How like a wildcat she jumped!” (Stowe, C-7/P-110/D-43).

With wild cries and desperate energy she leaped to another and still another cake; stumbling-leaping-slipping-springing upwards again! Her shoes are gone her stockings cut from her feet-while blood marked every step; but **she saw nothing, felt nothing, till dimly, as in a dream, she saw the Ohio side.** (Stowe, C-7/P-107/D-44).

5) Faithful

“Well,” said Eliza, mournfully, “I always thought that I must **obey** my master and mistress, or I couldn’t be a Christian.” (Stowe, C-3/P-30/D-45).

“It must be right: but, if it an’t right, **the lord forgives me**, for I can’t help doing it!” (Stowe, C-5/P-68/D-46).

“for she left the weight of her boy as if it had been a feather, and every flutter of fear seemed to **increase** the supernatural power that bore her on, while from her pale lips burst forth, in frequent ejaculation, the prayer to a friend above “Lord, help! **Lord, save me!**” (Stowe, C-7/P-89/D-47).

“The Lord helped me; **nobody knows how much the Lord can help them, till they try**,” said the woman, with a flashing eye. (Stowe, C-9/P-148/D-48).

“What are you going to do? O, George, don’t do anything wicked; if you only **trust in God**, and try to do right, he’ll deliver you.” (Stowe, C-3/P-32/D-49).

“O, pray yourself, George, and **go trusting in him**; then you won’t do anything wicked.” (Stowe, C-3/P-35/D-50).

“Go carefully, prudently; **pray God to help you**.” (Stowe, C-3/P-34/D-51).

“O, George, **we must have faith**. Mistress says that when all things go wrong to us, we must believe that God is doing the very best.” (Stowe, C-3/P-32/D-52).

“O, ye who take freedom from man, with **what words shall ye answer it to God?**” (Stowe, C-37/P-692/D-53).

They knelt together, and the good man prayed, for there are some feelings so agitated and tumultuous, that they can find rest only by being poured into the bosom of Almighty love, and then, rising up, the

new-found family embraced each other, with **a holy trust in Him**, who from such peril and danger, and by such unknown ways, had brought them together. (Stowe, C-43/P-768/D-54).

3. The correlation between American Dream in the novel Uncle Tom's Cabin and American Dream in the 18<sup>th</sup> century
  - a. American Dream based on the novel

The findings in this section were generated by examining the setting of the novel. Those are setting of time, place, and social.

#### 1) Setting of Time

**"The next day** was a busy one at the Quaker house. George, Eliza and little Harry were to **begin** their dangerous journey to Canada that night." (Stowe, C-13/P-246/D-55).

Everybody in the community was helped to prepare them for the journey. In two hours George, Eliza, and Harry were ready. **By the evening**, they had all eaten well and ready to leave. (Stowe, C-17/P-341/D-56).

**The sale begins now.** On one side stand the group of slaves. One of them, Hagar, was sixty years old, but a life of hard work and illness made her look many years older. She stood with the only son she had left, Albert. ... (Stowe, C-12/P-208/D-57).

**The slave market in New Orleans was open every day for trade.** Hundreds of human beings were bought and sold every week. The prices the sellers got for their "property" depended on many things—age, health, strength and education, for example. (Stowe, C-30/P-583/D-58).

#### 2) Setting of Place

**...In a small Kentucky town**, two men were sitting and drinking wine. They were talking about a very important subject. ... (Stowe, C-1/P-4/D-59).

... The sun was setting when she reached a small town **on the banks of the Ohio River**, separating the states of Ohio and Kentucky.... (Stowe, C-7/P-92/D-60).



“... They can’t stay here. I’ll take them away to a place where they’ll be safe. An old friend, Van Trompe, freed all his slaves and bought a place in the woods.” ... After years of seeing what a hard life the slaves had, **he bought some land in Ohio**, gave all his slaves letters of freedom and let them live and work as free people on the new land. Then he had bought this little farm in the hills where he could live a very quiet, peaceful life. (Stowe, C-10/P-163/D-61).

The young families were enjoying a good life **in Canada**. (Stowe, C-43/P-765/D-62).

### 3) Social Setting

**Slave in Kentucky had better life than slaves in other states.** The farm work as hard as further south and the masters treated them more kindly. But slaves were not free men they be sold by a kind master to unkind one as soon as there were money problems. ... (Stowe, C-1/P-17/D-63).

“Well, yes, it’s true that **we are trying to stop slaves coming here from Kentucky**. The farmers in Kentucky are not happy and we must try and be good neighbors.” (Stowe, C-9/P-158/D-64).

Nobody has to leave. There is still the same work as there was before and we still need everybody here. But now you are free men and women. You’ll get paid for your work. The main thing is that if anything happens to me, you can’t be sold. **I hope to teach you how to use your new rights to freedom**. I hope you’ll sure. But it’s often the pretty ones who have to run, in my experience.” (Stowe, C-44/P-783/D-65).

#### b. American Dream based on the 18<sup>th</sup> Century

The findings in this section were generated by examining the setting of reality in the 18<sup>th</sup> century.

Yet, the people migrating to the more fertile districts tended to maintain and even to heighten the spirit of gentility and the pride of type which they carried as part of their heritage. The laws erected by the community were favorable to the slaveholding regime; but after the first decades of the migration period, the superior attractions of the more southerly latitudes for **plantation industry checked Kentucky's receipt of slaves**. (Phillips, C-10/P-248/D-66).



There can be little doubt that under slavery the relations of the two races were for the most part kindly and free from rancor, that the master was generally humane and the slave faithful. Had it not been so, indeed, the effect of the transfer of power to the freedmen must have been much more horrible than it actually was? On the other hand, it is certain that when **some southern apologists said that the slaves did not want their freedom they were wrong.** (Chesterton, C-10/P-332/D-67).

Most of Negroes who procured freedom remained in the United States, though all of those who gained it by flight and many of those manumitted had to shift their location at the time of changing their status. At least one of the fugitives, however, **made known his preference for his native district in a manner which cost him his liberty.** (Phillips, C-21/P-623/D-68).

In the colonial period slaves were freed as a rule only when generous masters rated them **individually deserving of liberty** or when the Negroes bought themselves. (Phillips, C-21/P-617/D-69).

**The taxation of slave imports was proposed in 1789, but was never enacted: sundry petitions of anti-slavery tenor, presented mostly by Quakers,** were given brief consideration in 1790 and again at the close of the century but with no favorable results; the Quakers alone condemned it. (Phillips, C-7/P-189/D-70).

**Many of the slaves were immediately reshipped to New Orleans** and many more were almost as promptly sold into the distant interior, the scale of the preceding illicit trade must have been far less than the official statements and the apologies in congress would indicate. (Phillips, C-8/P-202/D-71).

A few, settling on the southerly edge of the bluegrass, mainly in and about Garrard country, raised hemp on a plantation scale. The rest, resisting all these allurements, pressed on still further to the pennyroyal country where tobacco would have no rival. **While thousands made the whole journey overland, still more made use of the Ohio River for the later stages.** (Phillips, C-10/P-248/D-72).

**A state beyond the Ohio River with slavery excluded;** but it was allowed to drop out of consideration. In the next year an ordinance drafted by Jefferson was introduced into Congress for erecting territorial governments over the whole area ceded of to be ceded by the states, from the Alleghenies to the Mississippi and from Canada to West Florida; and one of its features was a prohibition of slavery after the year 1800 throughout the region concerned. (Phillips, C-7/P-184/D-73).

There is something very beautiful about a love of freedom wholly independent of experience and deriving solely from the just instinct of the human soul as to what is its due. And if, as some southerners said, the Negro understood by freedom mainly that he need not work, there was a truth behind his idea, for the right to be idle if and when you choose without reason given or **permission sought is really what makes the essential difference between freedom and slavery.** (Chesterton, C-10/P-333/D-74).

## B. Discussion

In this case, the writer presents the discussion by analyzing American Dream as revealed by the main character in the novel and then continued the way Eliza achieved her dream include smart, optimistic, independent, bravery and faithful. And the last is the correlation between American Dream in the novel and American Dream in the 18<sup>th</sup> century.

### 1. American Dream in the Novel Uncle Tom's Cabin

#### a. Freedom

In the **datum 1 (sold a mother and her child)** can be categorized as the content dream of freedom. It indicates that Eliza described as a slave who has sold because of her some money problem. In order to get a better new life, she should have first managed to get freedom. The **datum 2 (the trader came before her eyes)** can be also categorized as the content dream of freedom which Eliza felt the great pressure, imagine that her son would be sold and it triggered her to leave that house as soon as she could.

Next, **datum 3 (She dreamed of a beautiful country)** can also be categorized as the content dream of freedom which deals with the slavery

period at that time. In this case, country described us that it is the place for living, working, and interaction each other. Then, the function is to show that the country has relation with Eliza as the main characters of this novel as slavery, which dreamed about the new country for life freely and saw her son playing happily like another man.

The **datum 4 (I am going to try to save my boy)** is categorized as the content dream of freedom, which Eliza wanted her son free from the slave trader. She tried to save him by taking her son away after she wrote a letter for her owner. She really wanted freedom for her son so much.

In line with above, the **datum 5 (If he will only let us get out of this country)** also is categorized as the content dream of freedom, where Eliza as the main character wanted freedom so much. It indicates that she always pray to the God about her freedom.

Similarly with the previous data, the **datum 6 (day of freedom)** can be categorized as the content dream of freedom but it was different. Eliza and family had successes in getting their dream; it would be disowned by slave traders, which there was no chance to get her back again. That was her freedom, to live with her little family and out from her certain condition.

As the writer has explained before, the **datum 1** until **datum 6**, are indicating the dream of freedom, in which the main character free from slavery at that time. It means that they are pronounced in many times in the novel. This freedom also has relation with Steel's theory because it

includes the dream of American people which is existed in American ideology.

b. Togetherness

There are ten data found about dream of togetherness. They are the first **datum 7 (he won't let me come here anymore)**. It shows that George met Eliza and he told his condition to his wife, and Eliza have no words because she realized that her family would be separated because of her husband would leave her back to his bad master.

The **datum 8 (it's like I'll never see him again!)** is also categorized as the content dream of togetherness which Eliza's marriage was limited by her husband's master. And both of them don't have the right to defend their marriage. Same with the previous data, the **datum 9 (whose wife was to be sold at auction, and son sent to a trader)** is categorized as the content dream of togetherness. It indicates that there was a trafficking at that time where Eliza and her son would be sold to the slave trader, so they tried to run away before the slave trader found them.

Next, the **datum 10 (the family was separated)** can be categorized the content dream of togetherness. It shows the situation and condition when George, Eliza's husband would leave Eliza and his son to Canada to get his freedom and then he promised to coming back to buy Eliza and Harry.

**Datum 11 (if I let him be carried off, who knows what'll become of it?)** is same above but it is different story. Eliza tried to save her son when she heard that Mr. Shelby, her owner wanted to sell her boy and she would not let him to do it. At the different story, **datum 12 (I'm going to try and find Canada)** can be categorized as the content dream of togetherness because Eliza has decided to leave her best owner followed her husband to go to Canada with hope that they would be gathered with her little family in there.

**Datum 13 (To Canada)** is also categorized as the content dream of togetherness. It's known that Canada is a part of America, known as the place of dreams comes true. In addition, Canada at that time was a free country, there was no practice of slavery because most of them refuse slavery so every people could live together happily. Therefore, Canada becomes the choice for Eliza and family to live on.

Same with above, **datum 14 (she dreamt of another world, full of green grass and smiling children playing in the warm sunshine)** is also categorized as the content dream of togetherness. It shows when Eliza dreamed about another world after she heard that George was arriving that evening and she was waited for the moment which they could be gathered with her husband again and life peacefully.

Next, in the **datum 15 (If he will only let us get out of this country together)** can be also categorized as the content dream of togetherness. It shows that Eliza wanted togetherness so much than

another thing. It seems Eliza always pray about her togetherness in many situations.

The last dream of togetherness is in the **datum 16 (I feel rich and strong, though we have nothing but our bare hands)** when Eliza and family was arrived in Canada and prepare to face their new world together and life freely.

As the writer has explained before, Eliza determined about togetherness with her family so much, so she did her best and worked hard to go to Canada, which become the place her dream comes true. Togetherness here has relation with Steel's theory which is including into liberty that means freedom to build up family, or make relationship with anyone without being prevented.

c. Equality

There are six data found about equality. They are the first **datum 17 (These critters ain't like white folks)**. It indicates when the slave trader told to Mr. Shelby about the slave Eliza who was not the same with the white people from the upper class.

Same with above, **datum 18 (slavery)** is also categorized as equality. It indicates that all these human beings include Eliza, only as so many things belonging to a master. They do not have the right like white people who was free in all parts of life.

Another proof that told about equality, can be seen in the **datum 19 (Don't you know a slave can't be married?)**, it shows that slave

can't be married. One law that very pro white and it made the different law between white and black, because they are the white people has the rightful about it.

In the **datum 20 (poor colored)**, it shows again that there was a law which told about the white could not give any meat, drink, and bed to slave. All of this became one of the things which was triggered the higher practice of slavery. In addition, **datum 21 (just because they are slaves)** is also told about that, which many people become inhumanity because of their social status.

The last equality was the **datum 22 (But, you will tell me, our race have equal rights)**, it shows that all of them from black known as slavery has dream to free, to rise up, to equal same with another people in the world. And this dream was seen through Eliza dream as much about it. This is suitable with Steel's theory about equality, that everyone should have the chance to develop equally without differentiating the race, biologic, and descent.

## 2. The way Eliza in Achieving Her Dream

Characterization is one of indicator to look at person's success in getting her dream, like Eliza possessed smart, optimistic, independent, bravery and faithful. So that she could achieved her dream.

### 1) Smart

There are five data found about smart. They are the first

**datum 23 (she had hidden herself there)** categorized as the content

of smart, where Eliza used every chance to gather information about her son. At night, she preferred herself to find the information which will be discussed by Mr. and Mrs. Shelby. So she decides to hide in the wardrobe room of Mrs. Shelby.

In the **datum 24 (I crept into the closet by Mistress' door tonight)** it indicates that there was a content of smart. After gathering information about what will be happen tomorrow morning, Eliza decide to leave that house and went to meet uncle Tom. It was a hard trip with the bad condition of security and weather outside so cold. But Eliza did not afraid of these things, and at that night, she and Harry walk to Uncle Tom's cabin.

Next, the **datum 25 (sitting down behind a large rock)** is also categorized as the content of smart. It is said that Eliza had to think too hard about the way she could save from the slave trader. She tried to walk as far as possible and never stop to taking a rest. She only occasionally stops and gives food to herry.

Another proof of Eliza's smart is the **datum 26 (an't I a pretty young fellow?)**, when Eliza met her husband in Quaker and continued their journey to Canada with some disguises. Same with the previous data, the **datum 27 (Eliza, imitating the motion)** is also categorized as smart, when Eliza tried to be a perfect man, so she was practice and imitating his husband style. Thus the people would not suspect her.



## 2) Optimistic

Another character that led Eliza to achieve her dreams in America was optimistic. Her optimism was seen in the **datum 28 (believe that there is a way)**, when she meet her husband in hopeless after he lost his work in the factory and back to his bad master.

Next, the **datum 29 (Yes, sure!)** is categorized as optimistic. It shows that Elisa was always optimistic in achieving her dreams, as known as mother, she tried to make her son believed in her that she would protect harry in her side so the slave trader would not find them. And her son could sleep peaceful.

The **datum 30 (God is doing the very best)** can also be categorized as the content of optimistic. It shows when Eliza's husband is in hopeless and he did not believed in God who let their condition become so poor. But Eliza tried to give him believed that God is doing very best thing for them.

**Datum 31 (I feel it in me that God is going to bring us out of bondage, this very day)** is same with above but it is different story. Eliza was also optimistic on her decision to change her performance like a boy and she really sure that it was the last time for them to fight because she has believed that God would make them out of the slavery that day.

In addition, **datum 32 (I hope I can find something)** is also categorized as optimistic. It can be said that unlucky condition did not

made her give up. She has to fight and fight again to achieve her dream. It was the materialization of her optimistic.

The last optimistic is **datum 33 (we can find something to live on)**. Eliza was optimistic about her life in Canada. Arriving in Canada, she would find a job washing or cooking or making clothes. She was not worried about the situation; everything will be fine as long as her family gathered.

### 3) Independent

Generally, Americans are independent in their effort to achieve their dreams. This independence is one of the pioneer's inheritances to Americans. Eliza also possessed this character in her soul, and had become a support for her in doing everything. Eliza can be said as independent because she preferred to do everything by herself and depended to no one else, and it played a big role on deciding every action she made on her way to achieve her dreams.

There are five data found about independent. The first is **datum 34 (And took at Harry how he grows)** indicates that Eliza's independence was obvious at time she and George had marriage, and in the age of two years their marriage, when a little Harry was born, George rarely meet them again because he had came back to his bad owner, so Eliza was took care of Harry alone.

The **datum 35 (good-by, for I'm going.)** is categorized as independent. From the citation above, it can be seen that Eliza did not depend on

George, her husband. Especially when George told her that they will separate for long time because George decide to run away to go to Canada to find his freedom and he will be back to buy her and Harry.

Next, **datum 36 (She took everything she could carry)** is also categorized as independent, when Eliza prepared everything alone to go with Harry at night. Eliza showed her independence again in the **datum 37 (He mustn't go with me!)** when her beloved the old dog Bruno, followed her, when she leaved Uncle Tom's house. She refused and asked aunty Chloe to take care of it and said that she could handle everything by herself.

The last independent was in **datum 38 (nobody helped me!)**. It shows that Eliza was also independent in her daily life. And she has thought to her children to fulfill his daily needs by himself, so that he did not have to ask someone else to help him.

#### 4) Bravery

There are six data found about bravery, the first one is in the **datum 39 (mother won't let him)** Eliza was also a brave woman. She did not afraid of Haley, slave trader, and took her son leave that house in the night. In the **datum 40 (along mile from all traces of any familiar objects)** is same above but it is different story. Eliza continued to walk in the middle of the quiet night, passed the highway with Harry in his lap. Not the slightest fearing her that is able to stop his footsteps.

Next, the **datum 41 (she tried to climb with Harry up over the grassy river bank)** and the **datum 42 (Yer a brave gal)** indicates bravery, when Eliza was decided to jump into a big piece of floating ice because of Haley, the slave trader has coming closer behind her. And there was a man watched at that moment. He admired Eliza's bravery and he helped Eliza to climb to the edge of the river.

In addition, **the datum 43 (The gal's got seven devils in her)** indicates that Eliza's bravery is one of the important characters that helped her to achieve her dreams in America.

The last bravery was in the **datum 44 (she saw nothing, felt nothing, till dimly, as in a dream, she saw the Ohio side)**. The bad situation in Ohio River that night did not influence her to keep crossing the river. Eliza was a very brave woman. Her Bravery had startled many people in that area.

#### 5) Faithful

There are ten data found about faithful. The first was the **datum 45 (obey)**, in her way to achieve her dreams; Eliza lived in a religious way. Her faithful was embedded in her since she lived in Kentucky. She really thanks to her best owner Mr. and Mrs. Shelby because of them, Eliza could be a good Christian.

**Datum 46 (the lord forgives me)** is also categorized as faithful, when Eliza decided to leave Mr. Shelby's house. Actually, she could leave that house with happily, but she was feeling sad and

asks God to forgive her. Next, **datum 47 (Lord, save me!)** is same above but it is different story. Her faithful was also seen from her daily life. She always prays in wherever and whenever she is. It shows when she and her son walked out in the dark of night and she asks God to save her.

Next, the **datum 48 (nobody knows how much the Lord can help them, till they try)** is also categorized as faithful. Eliza always believes that God watching her and will listen her pray. It was once again Eliza showed her faithful of life in the **datum 49 (trust in God)**, and it always seen when she gets the conversation with her husband, whether when he feels hopeless, optimistic, or whatever his condition. Eliza tries to teach her believe to her husband, so he could have religion and believe.

In the **datum 50 (go trusting in him)** can be categorized as faithful. Where Eliza is never stop to ask her husband to believe in God then he could have faith. In line with above, **datum 51 (pray God to help you)** is also categorized as faithful that all of the words about faith which Eliza always said to George. Same with above but in different case, **datum 52 (we must have faith)**, can also be categorized as the content of faithful. It shows that Eliza was always giving spirit to her husband to keep his faith and never give up because God is always doing the very best.

The **datum 53 (what words shall ye answer it to God?)** indicates as faithful, when Eliza tried to persuade the people to trust in God and be responsible for what they have done.

The last faithful was the **datum 54 (a holy trust in Him)** it shows that Eliza did not need her husband's wealth and title. She could achieve her dream through her decision in choosing a simple life style but always be grateful.

Those actions Eliza made above were the materialization of her character of being smart, optimistic, independent, bravery and faithful to achieve her dreams in America. This is suitable with Abram's theory about characterization is the way an author characterizes his drama or a behavior of each character that has a role in literary work.

3. The correlation between American Dream in the novel Uncle Tom's Cabin and American Dream in the 18<sup>th</sup> century

- a. American Dream based on the novel

- 1) Setting of Time

**Datum 55 (The next day)** is categorized as setting of time. It shows that the journey of Eliza, George, and Harry to Canada was doing at night. That day was a busy day at the Quaker community. Dealing with it, the **datum 56 (By the evening)** is as also indicated as setting of time. It indicates that they help to prepare a trip this slave's

family. Within two hours of George, Eliza and Harry are ready to travel.

In addition, the **datum 57 (The sale begins now)** can be also categorized as setting of time. It shows the days of slavery in this novel in describing the process of buying and selling slaves that occurred in the slave market. It dealings with the **datum 58 (The slave market in New Orleans was open every day for trade)** it shows that the slave market is open everyday for the buying and selling of slaves. Hundreds of people sold and bought every week.

Those were settings of time in this novel globally take time during the period of slavery in America and it is accordance with the setting in the 18<sup>th</sup> century where was the slavery held in America. It also has relation with Chesterton's theory about profitable to kidnap Negroes from the west coast of Africa and sell them into slavery in the American colonies on a large scale.

## 2) Setting of place

There are four data found about setting of place. The first one was the **datum 59 (In a small Kentucky town)**. Setting of place in the novel Uncle Tom's Cabin is mostly located in Kentucky. In small town Kentucky is to open the novel is when two people are sitting and drinking wine.

Next, the **datum 60 (on the banks of the Ohio River)** can be categorized as setting of place. Ohio became part of the phase Eliza

escape to save Harry. Dealing with it, the **datum 61 (he bought some land in Ohio)** indicates the setting of place. Eliza gets lucky because Senator Bird helped her to live at the farm of John Van Trompe, which is home to run away slaves who wanted freedom.

The last setting of place is the **datum 62 (in Canada)**. Canada is hope for Eliza's family. They escape success and finally arrived in Canada. In Canada it is finally also reunited with Eliza's mother named Cassy. Similarly with George, he was reunited with his sister named Emily deThoux. They were all reunited on the run and searching for so long and happy life in freedom in Canada.

Those settings of place above has correlation with the setting in the 18<sup>th</sup> century which known as geographical facts exist in the novel. The first is that a town called Kentucky existed somewhere in America, and the truth is Kentucky is still traceable in the map. It means Kentucky is a central setting in the novel. It also dealing with Phillips's theory about the first decades of the migration period, the superior attractions of the more southerly latitudes for plantation industry checked Kentucky's receipt of slaves. The second is that there are names of city exist in the novel that is present until now, like Canada, Ohio, New Orleans, Africa, etc.

### 3) Social Setting

There are three data found as social setting. They were the **datum 63 (Slave in Kentucky had better life than slaves in other**



**states)** it shows that also in Kentucky, slaves could be bought and sold by their employers. But in describing they have a better life and better treatment anyway.

In the **datum 64 (we are trying to stop slaves coming here from Kentucky)**, it is also shows the social setting. Slavery in the South brought tremendous suffering so many run away slaves. This is caused by the enactment of laws that people do not allow to help run away slaves. On behalf of the fraternity in the South, these laws are made so that the land lords still have their slaves.

The last social setting is the **datum 65 (I hope to teach you how to use your new rights to freedom.)**, but the era of slavery in America, especially in the South must end immediately. Ending this novel brings fresh air to the slaves as human being should have the right to be free. George Shelby, son of Mr. Shelby immediately freed all his slaves to provide a certificate of freedom and teach them how to use their rights. About a month later George called all the servants together. He had something to say to them. He was carrying a pile of papers, certificates which gave every one of them their freedom. He called their names and gave each one their certificate.

Based on the discussion above, it can be concluded that those settings have relation with Abram's theory because it includes a narrative or dramatic work is the general locale, historical time, and

social circumstances in which it is action occurs dealing with the truly setting in the 18<sup>th</sup> century.

b. American Dream in the 18<sup>th</sup> Century

America was called as a land of opportunity, a land that promised everything. Let's see in the **datum 66 (plantation industry checked Kentucky's receipt of slaves)** it was indicating two important events in the 18<sup>th</sup> century. First, the condition invited immigrants from African countries to come and achieve their dreams in America. Second, it was the time in which America held slavery period. The condition was not easy for the immigrants to achieve their dream. In line with above, Harriet Beecher Stowe offers a novel with situation of America in the 18<sup>th</sup> century, and it was told about slavery which was mostly located in Kentucky.

In the **datum 67 (some southern apologists said that the slaves did not want their freedom they were wrong)**, it shows the condition when the slavery was held in America. And even though the relation of two races was for the most part kindly but there were something that would be achieved from the slave, which was freedom. Harriet Beecher Stowe defines American Dream as the search for freedom. It is in line with Brinkley's theory that in the 18<sup>th</sup> century there were a great number of immigrants came to America for many reasons, and one of the reasons was freedom. Even though the immigrants searched for different kinds of freedom, but

they were tied with one situation that they wanted to live their own life.

Next, **datum 68 (made known his preference for his native district in a manner which cost him his liberty)** it shows that most of Negroes would achieved their dream in the United States, had to move to another area to changing their status. Stowe described this condition through the main character that she had left Kentucky move to Canada to get her freedom.

Different from above, the **datum 69 (individually deserving of liberty)** shows that the slave could be free when generous master freed them individually deserving of liberty. This condition could be also seen in the novel, when George Shelby, son of Mr. Shelby immediately freed all his slaves.

In the **datum 70 (The taxation of slave imports was proposed in 1789, but was never enacted: sundry petitions of anti-slavery tenor, presented mostly by Quakers)**, it shows the Quaker was anti-slavery which was the community who against the slavery and always persuade the slaves to fight. It was also found in the novel that the Quaker always helps the slave escape to find their freedom.

In addition, **datum 71 (Many of the slaves were immediately reshipped to New Orleans)** was told about many of the slaves were immediately reshipped to New Orleans and many more were almost

as promptly sold into the distant interior. Stowe was also described New Orleans as one of slave market.

Different with above, **datum 72 (While thousands made the whole journey overland, still more made use of the Ohio River for the later stages)** shows that Ohio River became part of the next stages to journey overseas to find the land which to get the better new life. In line with it, **datum 73 (A state beyond the Ohio River with slavery excluded)** shows that there was certain area out of Ohio River was a prohibition of slavery. This was also shows in the novel especially when Eliza escapes through the Ohio River.

The last, **datum 74 (permission sought is really what makes the essential difference between freedom and slavery)** shows that there is something beautiful about a love of freedom what makes the essential difference between freedom and slavery. Stowe defines as having equal opportunity to success, regardless gender, family background, etc. It is not a dream of motor cars and high income merely, but a dream of social order in which each man and each woman shall be able to reach the fullest potential of which they are naturally capable, and be recognized by others for what they are, regardless of the coincidental circumstances of birth or social status inherited from family.

Based on the discussion above, it can be concluded that Stowe wrote a story about slavery in America in the form of fictitious but

based on the reality of what happened at the time, and this novel also be one of the triggers elimination of slavery in America. Furthermore, this also dealings with Abrams's theory about sociology of literature, which Ratna (2005) has completed through the model of analysis the social problems in the literary text, and then to relate it to reality that happened before.



## CHAPTER V

### COCLUSION AND SUGGESTION

#### A. Conclusion

After analyzing Harriet Beecher Stowe's novel "*Uncle Tom's Cabin*", the writer provided some conclusions and suggestions to the readers.

1. Eliza, as the main character in the story revealed American Dream. The writer has found three kinds of dream. The first, dream of freedom in which she lived in her own life and was free from slavery. The second, dream of togetherness with her family. The last, dream of equality, which Eliza have the chance to develop equally.
2. There are some characteristics in the way Eliza achieved her dream, namely smart, optimistic, independent, bravery and faithful. Those characteristics the most important matters for Eliza as an immigrant to achieve her dream in America.
3. After analyzing the social aspects in the novel, the research confirms that American Dream reflected in the novel was in accordance with the American Dream in the 18<sup>th</sup> century. This accordance was supported by the historical facts about America in the 18<sup>th</sup> century that can also be found in the novel *Uncle Tom's Cabin*.

## **B. Suggestion**

Realizing that this research still needs a lot of elaboration, there are some suggestions for further research, as can be seen as follows:

1. A further study is suggested to analyze the concept of American Dream in the 18<sup>th</sup> century and American Dream from the novel, and it is not merely the researcher's perception but the actual condition of American Dream by the approach of sociology of literature.
2. The next researcher can conduct a similar study to other texts namely prose, poetry, or song which contains or has the social elements within it.
3. Finally, the researcher suggested the reader to possess the characters mentioned earlier in order to achieve the dream, because the characters mentioned above are essential to achieve dreams.

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## CURRICULUM VITAE



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